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AUTHOR	Miller, Juliet V.; Sloan, Nancy E.
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ABSTRACT

The paper presents short descriptions and an existing program example for 29 innovations in the personnel services. The topics chosen as innovations represent a wide range of concerns of counselors and other pupil personnel workers in various educational levels. (Author)

AA 000 498

INNOVATIONS IN PERSONNEL SERVICES

Compiled by
Juliet V. Miller
and
Nancy E. Sloan

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ERIC Counseling and Personnel Services Information Center
The University of Michigan
611 Church Street
Ann Arbor, Michigan

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INFORMATION SYSTEMS

Definition

An information system is any organized system for collecting, categorizing, retrieving and disseminating information. The goals of such a system is to increase the use of information through providing in one location a comprehensive body of information, and through reducing the amount of time an individual must spend to search that body of information for that information which is most relevant to his individual needs. A wide variety of information systems are now available for use in counseling and counselor preparation. Some of these systems increase the speed with which information may be retrieved through use of the computer.

Illustration

Project VIEW (Vital Information for Education and Work) has been developed by the San Diego County Department of Education, California. This system stresses career information making information about several hundred occupations available to 35,000 students in 30 secondary schools. Also included is information on college selection and financial aids. The system uses punched data processing cards which also contain microfilmed occupational briefs. The student can match punches on the card to determine occupations appropriate for them and then read the occupational briefs on a microfilm viewer, printing hard copy of the brief if they desire. This system stresses state and local occupational information.

Generalization

Dissemination of information is an important guidance function. However, since occupational-educational information is so massive and changes so often, it is difficult to develop effective dissemination procedures. Through the development of information systems which can be used extensively by a number of schools, more adequate information dissemination activities are possible.

Whitfield, E.A. & Hoover, R. REGIONAL CENTER FOR COLLECTION, SYNTHESIS AND DISSEMINATION OF CAREER INFORMATION FOR USE BY SCHOOLS OF SAN DIEGO COUNTY. BR-6-1620, San Diego Couny Dept. of Education, California, 1967. (ED 015 513 EDRS Price: MF-$0.75 HC-$8.75 163p.)

USE OF TELEVISION

Definition

Television, including video tape equipment and educational networks, has the potential of contributing to both the preparation of counselor and to existing guidance programs. Through television, it is possible to develop guidance units which can be disseminated on a wide basis to many schools. Also, television enables an effective feedback device which can help in the supervision and training of counselors.

Illustration

The State of Delaware has recently initiated a statewide, close-circuit Educational Television Network. It is administered by the State Board of Education. The system contains several channels which are available to all schools in the state. As a supplement to the on-going vocational guidance program, a career series, "It's about work," has been produced and recorded. This series of seven 15 minute programs has been designed to motivate students to a realistic self-evaluation of where he fits in relation to the world of work, to emphasize exploration rather than decision, to make students aware of the many resources they have at their fingertips, and to help them develop proper attitudes toward and work with the emphasis on the dignity and importance of each job.

Generalization

The development of quality guidance programs is an extremely time consuming job. Too often, there is not enough time for extensive program development. Through the use of television, outstanding guidance activities developed in one area can be shared by others.

MICRO-COUNSELING

Definition

Micro-counseling is a procedure for helping counselors develop new skills in which: (1) a specific counseling skill is identified as the learning objective, (2) special materials are developed to help the learner understand the new behavior, (3) the learner has the opportunity to try-out his understanding of the behavior in an abbreviated counseling interview, and (4) the learner receives immediate, objective feedback from the supervisor (often through the use of video-taped recordings of the interview.)

Illustration

Ivey reports the use of micro-counseling with pre-practicum students to develop three behaviors: (1) attending behavior, (2) reflection of feelings, and (3) summarization of feelings. The trainee first conducts an interview which was video-taped. He then reads a manual designed to describe the three behaviors. Next, video-taped models are shown and discussed by the supervisor. The trainee then views his initial tape and points out examples of the desired behavior to the supervisor. Finally, the trainee and the supervisor review the behaviors together.

Generalization

Micro-counseling provides an opportunity for the learner to focus on one specific counseling behavior. The responsibility for defining the behaviors to be learned rests with the trainer or supervisor which means that he must clearly examine the desired learning objectives. A major stress of micro-counseling is determined by the immediate, objective feedback on performance. Finally, micro-counseling is based on learning procedures which increase the probability of learning occurring. These include: (1) the use of models to clarify the desired behavior to be learned, (2) learning exercises designed to increase the learner ability to discriminate the desired behaviors from each other, and (3) immediate positive reinforcement from another.

Ivey, A. MICROCOUNSELING AND ATTENDING BEHAVIOR. Paper presented at the meeting of the American Personnel and Guidance Association, Detroit, April 1968A. (ED 021 275 EDRS Price: MF-$0.25 HC-$1.65 40p.)

Ivey, A. MICROCOUNSELING AND ATTENDING BEHAVIOR. MONOGRAPH SUPPLEMENT. Journal of Counseling Psychology, 1968B. 15, 1-12.

CO-COUNSELING

Definition

Co-counseling is the use of more than one counselor in the counseling interview. Two patterns are prevalent: (1) the use of a counselor and a supervisor in the interview and the use of two counselors. Co-counseling can provide an opportunity for on-the-spot supervision or for facilitating the counseling situation, particularly group counseling, through the active participation of two counselors.

Illustration

Co-counseling was used in an eight week NDEA Counseling and Guidance Institute at Rhode Island College which focused on training counselors to conduct group counseling. After a sensitivity experience, institute members were paired into co-counseling teams by peer and supervisor ratings. They then worked in these pairs in a group counseling practicum with each team activity working in groups counseling sessions. Also the trainees work on skills through the use of role planning sessions and meet with other co-counseling teams in practicum groups.

Generalizations

Co-counseling frequently uses opposite-sexed counselor pairs which provides a wider range of role models for clients. Also co-counseling can be used when counselors are developing new skills in either the in-service or pre-service setting. Co-counseling tends to reduce the counselors anxiety when learning new counseling skills and provides an opportunity for the trainer or supervisor to intervene to facilitate and interprept the counseling progress.

Calia, V.F. TRAINING SCHOOL COUNSELOR IN CO-COUNSELING: REPORT OF AN EIGHT WEEK IDEA INSTITUTE. Paper presented at the Meeting of the American Personnel and Guidance Association, Detroit, April, 1968. (CG 002 299)

CAREER GUIDANCE AND CURRICULUM

Definition

All school curricula have vocational relevance but sutdents do not necessarily relate these school experiences to future vocational plans. The goals of stressing the career guidance function of all curricula, is to help teachers find effective ways of helping students relate course work to their future vocational goals. This can be accomplished through collaboration between teachers and counselors in developing objectives, career guidance activities in the classroom and supplemental counseling services for students.

Illustration

The Career Development Program for Elementary Intermediate Grade Children conducted in the Chicago Public Schools is an example of the integration of classroom instruction and career guidance activities. A summer in-service-training program was held for fourth, fifth, and sixth grade teachers which introduced a number of innovation vocational guidance approaches and suggested ways of implementing these approaches into the on-going curriculum. During the following year, the teacher used these approaches in the classroom. These activities were also supplemented with career field trips, parents and community members who acted as resource speakers, and an advisory committee representing industry, education and civic agencies who met regularly with the staff.

Generalization

Such programs can help teachers better understand the children with whom they work as well as help them form better relationships with these children. The students can gain an increased understanding of the relevance of school learning for future vocational goals. This results in an increased responsibility for vocational and educational planning and greater interest in seeking further counseling services.

COORDINATED REGIONAL PERSONNEL SERVICES CENTERS

Definition

Through the impetus of funding through the Elementary and Secondary Educational Act-Title III, the concept of offering regional personnel services is expanding. These regional services are usually supplemental to existing in-school personnel services. The services provided by these regional centers are intended to strengthen, not replace, existing services. The services provided include diagnostic activity, consultation to schools about program development, in-service training activity and other supportive services. A major stress has been placed on developing such centers in rural areas where the small number of students per district has previously made it difficult to provide adequate personnel services.

Illustration

One example of a regional services center is the Cooperative Educational Services Center in Winsted, Connecticut. This center provides centralized services to public and private schools in a six-town region. The major focus of this Center is on the prevention of learning disabilities. Learning problems are seen as being caused by one or more of the following factors: (1) Intellectual and neurological conditions, (2) physical and sensory factors, (3) personal and social adjustment, and (4) environmental and instructional factors. The goals is to both diagnose learning problems early and to provide consultation to teachers, personnel workers, and parents on ways in which the school and home environment might be structured to overcome these learning problems.

Generalization

Coordinated regional personnel services centers can provide services which strengthen the existing personnel services. They can coordinate and inventory existing services, provide consultation and training services, and provide on-going services to students in cases which the individual schools cannot afford to do so.

Conn, Winsted. REGIONAL PUPIL SERVICES FRAMEWORK APPROACH FOR CHILDREN IN DIFFICULTY. Winchester Board of Education, Project Number DPSC-66-2098. (ED 001 068 EDRS Price: MF-$0.50 HC-$3.45)

EARLY VOCATIONAL EXPLORATION EXPERIENCES

Definition

It is becoming increasing clear that vocational development is a continuous process and that effective vocational decision-making and implementation depends largely on early vocational exploration experiences. At an early age (elementary school) children need the opportunity to become aware of the importance of work in their life, to understand themselves in terms of interests, values, attitudes and abilities, and to become acquainted with the nature of work in general and occupational groups, roles and activities in specific. This early exploration of self and the world of work is a vital component in later vocational development.

Illustration

The Developmental Career Guidance in Action Project in the Detroit Public School is an ecample of a early vocational exploration program which is designed to meet the needs of inner city, disadvantaged youth. The goals of the project are to: (1) broaden and raise the educational-occupational aspirations of inner-city youth, (2) to accomplish this through developmental educational-occupational career guidance in grades one through 12, and (3) to involve staffs from participating schools through cooperative planning and development. Although this project incorporated a number of guidance activities, three of these include: (1) an elementary school employment service in which student apply, interview, engage in and, if necessary, are terminated from employment in the school setting, (2) use of creative play activity as a means of experiencing behaviors which will be required to get and hold a job, and (3) use of role models, through field trips to see workers in their work setting.

Generalization

Vocational exploration is an important part of vocational development. Through early vocational exploration experiences, students are able to clarify their view of self, of desired work roles, and of the world of work. This understanding of self and the world of work are necessary ingredients for effective vocational decision making.

Leonard, G.E. DEVELOPMENTAL CAREER GUIDANCE IN ACTION, THE FIRST YEAR. Wayne State University, Detroit. (ED 013 465 EDRS Price: MF-$0.75 HC-$8.00 158p.)

PEER AND CROSS AGE COUNSELING AND TUTORING

Definition

The procedure involves the use of student counselors or tutors who work with other students as clients. It may involve either students of the same age and peer group or older students who work with younger students. The focus of the helping relationship may be on social, emotional or learning problems.

Illustration

High school students who were achieveing well academically but who were having difficulty forming adequate interpersonal relationships were trained to work with elementary school students who were underachievers. This experience benefited the older students because they learned how to form more satisfying interpersonal relationships and benefited the elementary school students because they were able to perform better in school related activities.

Generalization

Peer and cross age counseling can contribute to the student services program by freeing the counselor's time, making frequent counseling available to more students and providing a help source (another student) which may be more satisfying to some clients because he is not seen as an adult or authority figure.

MULTI-MEDIA APPROACHES TO COMMUNICATING CAREER INFORMATION

Definition

Students need information about the world of work if they are to make sound vocational decisions. This gathering of knowledge about the world of work can be viewed as a learning task. Traditionally, written materials have been used to help students in this learning process. For some students, particularly non-college and disadvantaged students, other learning approaches may well be more effective. Recently, an approach using various types of existing educational media has been developed. The approach is based on the assumption that dissemination of career information is a communication-learning program.

Illustration

The University of Pittsburgh, under the direction of Ann Martin, has been developing multi-media approaches for communicating career information to non-college and disadvantaged students. This program is based on a model of an instructional system for guidance which has three components: (1) an informational component (what is to be communicated), (2) a behavioral component (what is the learning outcome), and (3) a media component (how can the information be communicated to insure the outcome). Based on this model a Communication in Guidance Project was designed and materials including manuals, criterion measures, and student response materials were also developed.

Generalization

The use of multi-media approaches to communicating career information to youth is designed to find the most effective way of helping this youth learn about the world of work. This can facilitate vocational decision-making by insuring the quality of information which is being used as a base for decision-making.

Martin, A.M. A MULTIMEDIA APPROACH TO COMMUNICATING OCCUPATIONAL INFORMATION TO NON-COLLEGE YOUTH. INTERIM TECHNICAL REPORT. BR-5-0162, Pittsburgh University, Pennsylvania, 1967. (ED 017 005 EDRS Price: MF-$1.00 HC-$13.10 260p.)

USE AND COORDINATION OF COMMUNITY RESOURCES

Definition

Many of the problems with which counselors deal are so complex that a number of resources are needed to meet with them successfully. To help students, particularly disadvantaged students, counselors must consider the economic, social, and political factors which affect the lives of these students. Many community agencies are also concerned with these factors. To effectively serve clients, coordination of all services working toward similar goals is needed.

Illustration

New Haven, Connecticut, has worked actively to coordinate groups who are working with inner-city youth. These massive services include: (1) regular school day services, such as, pre-vocational programs, tutorial programs, work-study program, use of community school workers, and head start programs; (2) extensive evening school program geared at helping both students and parents; and (3) cooperation with such community agencies as family service, mental health centers, state welfare agencies, juvenile courts, the urgan league, the human relations council, YMCA, YWCA, junior achievement, scouts, etc., in the developed and implementation of services.

Generalization

Cooperation and coordination between the school and other community resources are increasingly important as a means of insuring services for students, particularly disadvantaged students. Counselors can plan an active role in the development and implementation of these coordinated services.

USE OF PARAPROFESSIONALS

Definition

A paraprofessional is an individual who does not have the required professional training to function as a personnel worker but who through special training programs has been trained to perform specified support functions. It has been stressed that effective utilization of paraprofessionals hinges on the creation of new careers which have been integrated and coordinated with existing careers.

Illustration

A program using paraprofessionals was developed in the Deerfield Public Schools, Illinois. College graduates were selected for this program on the criteria of college transcripts, testing, and personnel interviews. An orientation program for these new staff members was held at the beginning of the school year. During the year, they were involved in such activities as the testing program, observation and data gathering activities, learning assistance programs, small group processes, classroom group guidance activities and student evaluation activities.

Generalizations

Using paraprofessionals can offer a solution to the need for increased manpower in the personnel services fields and can open new areas of work activities to people, particularly to the disadvantaged. To be successful a program using paraprofessionals must consider the need for clearly defined roles, for providing on-the-job training and for insuring acceptance of these new staff by others in the work environment.

RESULTS OF PILOT ACTIVITIES IN THE GUIDANCE ASSISTANT PROJECT. Deerfield Public Schools, Illinois, District Number 109. Spon. Agency - Office of Education (DHEW), Wahington, D.C., 1968. (ED 026 680 EDRS Price: MF-$0.25 HC-$2.60 50p.)

DRUG EDUCATION PROGRAMS

Definition

Increasingly there is alarm about the use of drugs by students. A number of schools have developed drug education programs. The counselor can play an active role in the development of these programs. Special contributions he might make are: (1) helping develop the curriculum for such programs, (2) providing possible models for changing student's attitudes toward drug, and (3) providing counseling help for student's with drug problems.

Illustration

The Coronado Public Schools, California, are developing an "Innovative Program to Solve the Problems of Drug Misuse by Teen and Subteen Cultures." Three major goals of this program are (1) to involve students in the development, operation, and evaluation of the program; (2) to find means and methods of discovering why teenagers use drugs; and (3) to develop means and methods of educating teenagers concerning drugs. Student involvement is probably the most exciting element of this program. Curriculum materials are being developed and evaluated by students to insure the use of student oriented terminology. Also, much of the discussion about drugs will be student led, since it is felt that students may have greater influence on peers than school staff.

Generalization

Drug education programs to be effective need to deal with student attitudes and to stress the importance of students feeling comfortable discussing drug use as it affects them personally in their interaction with their own peer group. Such characteristics closely parallel the counseling situation. Counselors may well be the member of the school staff who is best prepared to create the type of atmosphere in which meaningful student discussion about drug use can occur.

INNOVATION SOLUTION FOR DRUG MISUSE. California Coranadoj Unified School District. Proj. No. DPSC-68-5380. (ED 002 170 EDRS Price: MF-$0.50 HC-$3.95)

HELPING ALL YOUTH IMPLEMENT VOCATIONAL DECISIONS

Definition

The opportunity to evaluate numerous job possibilities and to make application to those which would be most appropriate for a student's present level of vocational maturity is a valuable career decision making experience. This process of reality testing and implementation of vocational decisions can be facilitated through placement services. Although high school guidance programs may not have taken an active role in vocational placement programs in the past, many are now realizing the need to offer such services, in conjunction with counseling service, to all high school youth.

Illustration

Newton Public Schools in consultation with Harvard University has established an extensive job placement program. Initially they conducted surveys which indicated that students were not having job choices and that their work experiences were not being viewed as exploration into the world of work. The next step was to develop supportative relationship with existing community placement services. Through a multifaceted public relations program many job listings were secured. A system of disseminating the job openings to various schools was then developed. These services were also coordinated with the on-going counseling program so students had help in evaluating the appropriateness of job opportunities.

Generalization

Having the opportunity to experience a number of vocational opportunities and to have counseling assistance as vocational decisions are implemented is an important part of vocational development. Placement services in conjunction with counseling services can help students understand that choice is available to them and can also help them evaluate various vocational opportunities.

Circle, D.F. THE CAREER INFORMATION SERVICE. A GUIDE TO ITS DEVELOPMENT AND USE. Newton Public Schools, Mass., 1968. (ED 021 300 EDRS Price: MF-$1.75 HC-$20.90 416p.)

SEX EDUCATION AND FAMILY LIFE EDUCATION

Definition

Sex education involves helping students learn about all aspects of human sexuality (physical, psychological, social) and develop a usable value system which serves as a basis for decision making. A major emphasis in sex education programs is the development of peer communication skills. Increasing the importance of the ability to form meaningful interpersonal relationships is being recognized as a component of sex and family life education program.

Illustration

Because of the counselor's emphasis on communication, interpersonal relationships and social and psychological aspects of human behavior, he has a major contribution to make to the planning and execution of sex and family life education programs. Some major counselor functions in this area might include, (1) help in planning the sex and family life education curriculum, (2) help in facilitating group discussion, (3) individual and group counseling with stress on developing man-woman relationships, (4) special counseling help for unwed mothers, and (5) special help to students in dealing with their emotional reactions to classroom discussions.

Generalization

Sex education and family life education involves learning about human relationships, effective communication and ways of dealing with one's own feeling and emotions. In these areas, a counselor has skills which other school staff may not have. It is important to stress, however, that counselors are not necessarily better informed about basic concepts and research on human sexuality than other school staff. If counselors are to provide effective assistance in these programs, they will need this additional training.

SIMULATION

Definition

Simulation is the process of developing experiences, which parallel real-life experiences, in which the individual participating is provided the opportunity to perform as he would in the real situation, i.e., seek and receive information, make decisions and choices, and receive feedback on his choices. Simulation provides the opportunity for the individual to test the extent to which the real situation might be satisfying for him to learn skills which will be required in the real situation.

Illustration

Stanford University, under the leadership of John Krumboltz, has developed a series of problem-solving simulation experiences which provide the opportunity for students to experience the problem solving activities required in a number of occupations. The occupations for which kits have been constructed include accounting, appliance service and repair, electronic technician, medical laboratory technology, police work, sales and X-ray technology. Each kit has a similar format. After a motivational introduction on the importance of an occupation, the student is presented with a problem and the information he will need to solve it. The problems are representative of those actually faced by people in the various occupation and are presented in a realistic manner.

Generalization

Simulation enables the individual to engage in activities which parallel real-life situations. It is a way to gain experience and develop skills. Simulation can be used in counseling to enable students to explore a number of options thus facilitating decision-making. It can also be used in training counselors through enabling the trainee to practice new behaviors and receive feedback on his efforts.

Krumboltz, J.D. VOCATIONAL PROBLEM-SOLVING EXPERIENCES FOR STIMULATING CAREER EXPLORATION AND INTEREST. FINAL REPORT. BR-5-0070, Stanford University, California, 1967. (ED 015 517 EDRS Price: MF-$2.25 HC-$30.20 602p.)

COMPUTER COUNSELING SYSTEMS

Definition

The computer can provide support to counseling services. There are several types of computer counseling systems. Super has described these as: (1) system which provide the counselor with information which the counselor then shares with the client, (2) systems in which the student can directly seek information from the computer but the student must himself consider how to use the information, and (3) systems in which the student can directly seek information from the computer and also can receive help from the system as he utilizes the information in decision making.

Illustration

An example of the third type of computer counseling system is the Information System for Vocational Decisions developed by Tiedeman and others at Harvard. This system is based on decision theory. It assumes that in order to make wise career decisions, a person needs the best possible information. The role of the computer is to identify, evaluate and classify data, and to make it readily available to the individual. Also, the computer helps the individual interpret this data in relation to his own experience and knowledge. The ISVD routines are directed toward interaction in the process of exploration, which begins with awareness that a decision must be reached, and of clarification, which is directed toward improving self-understanding and dissipating doubts about a decision. Finally, it provides the opportunity for systematic review of a decision in light of available information.

Generalization

Computer counseling systems can enable some of the same interaction that takes place between the counselor and the client. In addition, the computer has the capacity for rapid retrieval of information needed for decision making. Such systems can strengthen guidance services through enabling greater numbers of students to receive assistance in decision making and problem solving activities.

Tiedeman, D.V. COMPUTER-BASED VOCATIONAL GUIDANCE SYSTEMS. "The Harvard-Needs-Newton Information Systems for Vocational Decisions", pp.124-129. Government Printing Office, Washington, D.C., 1969. (No. FS 5.225: 25053 Price $1.25)

STUDY AND SHAPING OF SCHOOL CLIMATES

Definition

Recent research as looked at schools as organizations which have definite norms and goals that are determined by the groups of individuals which comprise the organization, i.e. teachers, administrators and students. These norms, values and goals result in a prevailing climate which affects the behavior and attitudes of students and staff. Different schools have different climates which means that behavior which is acceptable in one school may not be acceptable in another school. Also within schools, there are subgroups which do not hold the accepted norm. Members of these subgroups have special problems adjusting to the school having three alternatives open them: (1) remain silent and become isolated, (2) actively protest and seek to change the existing climate, and (3) change their own values and comply with the existing climate.

Illustration

One of the most widely used methods for measuring school climates has been developed by Pace and Stern. This method assumes that individuals have needs and the environments in which they live have the potential for either satisfying or frustrating these needs. They have developed the Activity Index (AI) to measure the individual needs and the College Characteristics Index (CCI) to measure the extent to which the college is supportive of these needs. Others have revised the CCI to measure high school and elementary school environments.

Generalization

School climate affects student behavior. In some cases, subgroups deviate from the accepted norm of the school. This means that they will have special problems. Personnel workers can study the prevailing school climate and communicate the results to other school staff. It may be that the results indicate a need to attempt to alter that climate in which case personnel workers might help develop strategies for this change. Also personnel workers might want to work with students who do differ from the prevailing norm to help them deal with these differences.

Pace, C. Robert. THE INFLUENCE OF ACADEMIC AND STUDENT SUBCULTURES IN COLLEGE AND UNIVERSITY ENVIRONMENTS. Report Number CRP-1083. (ED 003 037 EDRS Price: MF-$1.25 HC-$13.55)

FAMILY COUNSELING PROGRAMS

Definition

The family is an important, available resource for the counselor who wishes to link school and home in a concerted effort on behalf of the student. Family counseling programs may invite parents of particular students to participate in small group sessions with one or two counselors or an entire family may be asked to meet with one counselor. The goals of such sessions are to increase communication within the family, to better understand the child's problems, and to offer group support to families working through particular problems.

Illustration

An evening family counseling program was developed in New Rochelle Public Schools, New York, for parents of underachievers living in poor neighborhoods. The parents met for counseling at the same time as the adult education classes in the school. The program focused upon increasing parent's awareness of the student's interests, abilities, and aptitudes and upon isolating some of the stumbling blocks to the student's progress. Families of selected ninth graders were requested to meet with a counselor for a personal interview. An information form on family and student concerns was completed and orientation on the purposes of the project was given. The first interview was followed with an exploratory session with the high school guidance staff and a personal interview with the counseling psychologist. Each family had from one to six individual conferences with staff members. Several group sessions of two hours, each focused on information about college entrance requirements, scholarships, motivation, adolescent adjustment, and the role of the school counselors.

Generalization

The parent remains the single greatest influence upon the development of his child. Procedures used to help the child may be negated by parental influence. Parents whose children have problems need and want help in finding effective ways of assisting their child, but since they are often blamed for the problems of their children, they may be sensitive and defensive about accepting this help. Also, a family usually tends to hide its problems and is not accustomed to discussing them with others outside the family. This indicates that in working with parents, their needs as well as the needs of their children must be considered.

Zweribelson, I. MOTIVATING AND EDUCATING THE STUDENT LIVING IN A POOR NEIGHBORHOOD, A SCHOOL-FAMILY APPROACH. New Rochelle Public Schools, New York, 1965. (ED 011 396 EDRS Price: MF-$0.50 HC-$6.75 123p.)

PROGRAMMED INSTRUCTION

Definition

Programmed instruction is an instruction technique in which; (1) the material to be learned is presented in small steps, (2) the learner has an opportunity to give an immediate response to the material he is learning and (3) the learner receives immediate reinforcement of how well he has learned the material. Programmed instruction is also a self-instructinnal method which allows the learner to move at his own pace without the help of a teacher or counselor. Some guidance functions include the dissemination of information which might well be done through the use of programmed instruction.

Illustration

Prospective students at the University of Minnesota's General College were assigned to groups for 2-day orientation sessions in which they were introduced to the general aspects of the university. One group received this information through a lecture and the other groups received it through programmed materials. Evaluation indicated that students learned equally well in each treatment group, and that their attitudes toward the learning experience were similar. As a result of this experience, it was concluded that programmed information be used in the future but that it should be followed by the opportunity for interaction between students and college representatives.

Generalization

Programmed instruction can be an effective method for disseminating information. The dissemination of occupational information, of test results and of other guidance information might be accomplished this way. It is, however, recommemded that follow-up interviews be conducted to deal with client attitudes and feeling about the information.

Packard, Ralph E. THE USE OF PROGRAMMED MATERIALS IN THE FRESHMAN ORIENTATION PROGRAM. Minnesota University, Minneapolis, 1967. (ED 019 938 EDRS Price: MF-$0.25 HC$1.00 18p.)

SERVICES TO OUT OF SCHOOL YOUTH AND ADULTS

Definition

The large community which has moved beyond the traditional scope of the school is becoming more and more the concern of the school and other community institutions. Educational and guidance opportunities for dropouts, unemployed high school graduates, and other adults are expanding.

Illustration

Training Resources for Youth (TRY) is an independent corporation formed to conduct a demonstration training center for out-of-school, out-of-work, or underemployed males, age 17 through 21. The program seeks to integrate vocational training for skilled jobs with "Life-Skills" education and counseling, basic skills development, work experience, physical education and recreation. In addition to the training program, health, legal, and social services were provided the trainees.

Generalization

A broad range of services in addition to skills training will be necessary to meet the needs of out-of-school youth.

Sharar, Paul H. et. al. THE TRY PROJECT: A DEMONSTRATION OF A COMPREHENSIVE EDUCATIONAL MODEL FOR DISADVANTAGED YOUTH. Final Report. Brooklyn, New York: Training Resources for Youth, Inc., 1969. (ED 029 985 327 p. MF $1.25 HC-$16.45.)

EARLY CHILDHOOD EMPHASIS

Definition

Along with the increased emphasis on elementary school guidance and counseling, pupil personnel programs are reaching out to pre-school children and their parents. Increasing recognition of the effect of home environment and social conditions upon individual differences has prompted schools and communities to take responsibility for early prevention and remedies.

Illustration

The PACE I.D. Center in San Mateo County, California focuses upon the early identification of young children with a potential for serious learning and behavior problems. With emphasis on prevention, the Center works with families, the school, and the community to provide coordination and continuity of services to these children.

Generalization

Trends toward diagnostic and preventive programs for pre-school children and their families will place increased demands upon school pupil personnel workers in time and manpower.

Brownbridge, Robert and Van Vleet, Phyllis (ed.) TOWARD COMMUNITY ACTION. INVESTMENTS IN PREVENTION. The prevention of learning and behavior problems in young children. Asilomar Conference, San Francisco, 1968. ED 024 997 51p. MF-$0.25 HC-$2.65.

DECISION-MAKING TRAINING

Definition

Increasingly, decision-making is being viewed as a learnable skill. Several guidance programs have been developed on a decision-making model. The basic rationale for this is that if students learn decision-making skills, they will be able to effectively make a series of vocational, educational and personal decision throughout their life. Such programs usually concentrate on three major elements of decision-making: (1) information about self, (2) information about the environment, i.e. world of work, and (3) the development of effective decision-making strategies.

Illustration

In conjunction with the Information System for Vocational Decisions Project at Harvard University, a "Task Oriented Course in Decision-Making" was developed for use at the junior high level. The goals of the program were: (1) to help students learn the language of the decision-making process, (2) to provide practice of decision-making while under supervision, and (3) to formulate criteria for decisions. A booklet entitled, "You, the Decider," containing relevant theory, activities, tasks and cases resulting in explicit criteria for choice was given to students. Weekly workshops for teachers were held six weeks before the course began.

Generalization

It has become evident that an individual must make many vocationally, educationally and personally relevant decisions during his life. One possible approach to guidance is to view the role of guidance not as helping students make a particular choice but rather as helping students learn effective ways of making a number of decisions. Programs to develop decision-making skills are indicating that such training is possible.

Wilson, Eugene H. A TASK ORIENTED COURSE IN DECISION MAKING. INFORMATION SYSTEM FOR VOCATIONAL DECISION, PROJECT REPORT NO. 7. Harvard University, Cambridge, Mass. April 1967 (ED 014 119 EDRS Price: MF-$0.75 HC-$9.10 180p.)

SYSTEMS APPROACH

Definition

Systems theory views a system as containing a number of conponents which mutally interact. This approach can be applied to counseling by viewing not only the client but the entire system in which he lives. For example, components of the system would be the client himself, the school, his peer group and his family. In working with the client, the interaction of these components would be considered and counseling goals and procedures would result from this analysis.

Illustration

The Community Guidance Center of Bexar County in San Antonio, Texas has used the systems approach to work with school underachievers. In this approach, school underachievers are viewed as biological systems transacting with a number of social systems, including certain socio-cultural, family and peer-group system. When dealing with individaul cases of underachievement, these systems were analysed and counseling procedures were developed based on the analysis.

Generalization

The systems approach incorporates not only information about the client but also information about those with whom the client interacts. Through this analysis, counseling goals are established. This may result in change not only within the client but also in his environment. Such an approach may well lead to a more active stance by the counselor through involvement in change in the educational, family and peer systems which affect the client.

Stedman, James M. & Serrano, Alberto C., A SYSTEMS APPROACH TO THE SCHOOL UNDERACHIEVEMENT. Community Guidance Center of Bexar County, San Antonio, Texas. (ED 020 545 EDRS Price: MF-$0.25 HC-$0.75 13p.)

BEHAVIORAL COUNSELING

Definition

Behavioral counseling is a counseling system which stresses the importance of the (1) statement of counseling goals which have been selected by the client in measurable terms, (2) selection of techniques based on the nature of the stated counseling goals, and (3) careful evaluation of counseling effectiveness using behavior change in the direction of stated counseling goals as the criteria for evaluation.

Illustration

The Stanford Career Planning Project has been developing and evaluating the effectiveness of various counseling treatments for promoting career exploration in adolescents. In a recent demonstration at the American Personnel and Guidance Association, participants were given the opportunity to experience behavioral counseling by (1) specifying the counseling goals, that is, describing student verbal responses which demonstrate career information-seeking behaviors, (2) using several types of verbal and nonverbal reinforcers immediately after students' verbal responses, and (3) evaluating the effectiveness of the counseling treatment in meeting the counseling goals.

Generalization

Behavioral counseling varies from other counseling theories in that counseling techniques are determined by the nature of the client's state counseling goal rather than by the counseling theory itself. Also behavioral counseling stresses the importance of measurable counseling outcomes which can provide feedback on counseling effectivenss.

Thoresen, Carl E. & Others, BEHAVIORAL SCHOOL COUNSELING: A DEMONSTRATION OF THE STANFORD CAREER PLANNING PROJECT. American Personnel and Guidance Association, Washington, D.C. (ED 031 721 EDRS Price: MF-$0.25 HC-$1.50 28p.)

INTERPERSONAL PROCESS RECALL

Definition

Interpersonal Process Recall (IRP) is a method which has been developed to help understand the underlying thoughts and feeling of the client during the counseling interaction. In this procedure the conselor and the client conduct a counseling interview which is video-tape recorded. As soon as the interview is terminated, the counselor leaves the room and an interrogator takes his place. The tape is then played and the interrogator helps the client focus on the following: (1) the client's feeling during the original interview, (2) the client's thoughts during the original interview, (3) the way the client sees himself, (4) the way the client would like the counselor to see him, and (5) the way the client believes the counselor actually does see him.

Illustration

Interpersonal Process Recall was initially developed by Kagan, Krathwohl, and others at Michigan State University for use in counselor education. In this application, the recall process was used with both the client (with the counselor trainee observing through a one-way -mirror) and the counselor trainee. The goals for counselor education are to help the counselor trainee (1) become aware of the elements of good counseling, (2) become sensitive to and understand a greater amount of client communication, (3) become aware of and sensitive to his own feelings during the counseling session, and (4) become sensitive to the bilateral nature of the counseling interaction.

Generalization

Interpersonal Process Recall is a procedure designed to help the client and those who work with him, i.e. counselors, teachers etc. better understand his feelings, thoughts, perceptions of self, and perceptions which others have of him. Such understanding can accelerate client growth and can facilitate others attempts to help him.

Kagan, Norman & Others, STUDIES IN HUMAN INTERACTION, INTERPERSONAL PROCESS RECALL STIMULATED BY VIDEOTAPE. Michigan State University, East Lansing. BR-5-0800. (ED 017 946 EDRS Price: MF-$2.75 HC-$29.30 586p.)

PUPIL PERSONNEL COLLABORATION

Definition

Pupil personnel services worker can function as a team in an effort to melt the psychological, physiological, educational, and general growth and developmental needs of youth. The team approach should involve a close relationship between school counselors, visiting teachers, school nurses, school psychologists, health service workers, speech and hearing therapists, and other special education specialists.

Illustration

In Griffin, Georgia, the Educational Services Unit was established to provide consultative services to seven rural school districts. The consultant helped each system organize a pupil personnel council composed of all people who deal with the individualization of pupil services. Members of the council were then able to work as a team to provide assistance to curriculum directors, administrators, teachers, and students on a broader sphere.

Generalization

The contribution each member of the pupil personnel team makes from his own discipline increases the total value of services which can be rendered in a team approach. There is also an acceptance of common responsibility for all children in the school system who need help.

Flanders, R.E. and Jackson, W.G. ORGANIZATION OF A PUPIL PERSONNEL COUNCIL IN A SHARED SERVICES PROJECT. Georgia State Department of Education, Atlanta, 1968. (ED 016 274 EDRS Price: MF-$0.25, HC-$0.95 17p.).

CONSULTANT FUNCTION

Definition

The counselor in a consultant role is one means of using limited personnel more effectively to influence the behavior of as many persons as possible. As a consultant, the counselor works in a peer relationship with administrators, parents, teachers and other adult personnel for the benefit of a third party--the child. Faust describes this focus of the consulting relationship upon an external unit as an important difference from the internal focus of a counseling relationship.

Illustration

Instruction in consultation was a major part of an NDEA Institute held at the University of Corpus Christi in summer, 1967. One objective of this program was more effective use of guidance people in elementary schools. Along with instruction in consultation, human growth and development, pupil personnel services, and group processes; the members were involved in Sensitivity Process groups to develop skills in understanding themselves so they might work more effectively with others. They also engaged in field work and interdisciplinary task groups.

Generalization

As a consultant, the elementary school counselor is helping more people to relate to other people and expanding the opportunities for children to receive personal attention from understanding adults.

McGehearty, Loyce. THE CASE FOR CONSULTATION. Corpus Christi University, Texas, 1968. (ED 023 130 EDRS Price: MF-$0.25, HC-$0.50 8p.).

GROUP PROCEDURES

Definition

Increasing emphasis on man as a "social being" finding a meaningful place in a group has led the use of many group procedures. Emphasis in this approach is upon interpersonal relationships and on the milieu forces; upon learning about self and others for better understanding. Group procedures range from teacher administered group guidance to small group counseling through forms of group therapy with a continuum of techniques and process.

Illustration

The Adlerian approach to school counseling uses Milieu group counseling with small units of children, teachers, and parents. The three groups work concurrently with the counselor so perceptions and understandings can be exchanged. The object of such a group procedure is to resolve conflict and help the child become independent, responsible and self-productive.

Generalization

The increased use of group approaches requires counselors to understand the dynamics of groups. His training and education should include experience in being a group leader and dealing with interacting forces that make for effective groups.

Sonstegaard, M., and Dreikurs, R. THE TELEOANALYTIC APPROACH TO GROUP COUNSELING. Chicago: Alfred Adler Institute, 1967. (ED 012 063 not available from EDRS)

TEACHER INVOLVEMENT

Definition

Teachers may become involved in the counseling program through structured counseling-instructional or classroom guidance programs. Or teachers may gain a better understanding of themselves, their relationship with children, and classroom interaction through in-service programs, consultation, and other forms of counselor-teacher communication.

Illustration

One part of California Project Talent was a counseling-instructional programs for intellectually gifted in grades 7,8, and 9. Coordinated objectives and activities were planned for small group counseling sessions and English and solcial studies classes. Counselors and teachers worked together for in-service training and program planning so that cognitive and affective objectives could be achieved through interrelated counseling and classwork.

Generalization

Teachers and counselors can work together as peers to achieve a curriculum which promotes stuent growth.

Bachtold, L.M. COUNSELING INSTRUCTIONAL PROGRAMS FOR INTELLECTUALLY GIFTED STUDENTS. (California Project Talent) State Department of Education, Sacramento, Claifornia, 1966. (ED 011 124 EDRS Price: MF-$0.50 HC -$5.65 111p.)